

# Year 10 Students Light Up Our Lives

Two year 10 students from Melbourne's western suburbs have declared war on incandescent light bulbs and the energy that they waste with a bright idea.

Linh Do and Linda Luong have launched a campaign to **Change A Million Light Bulbs (CAMLB)**, a simple concept acted out on a huge scale. The concept of CAMLB is to, over a maximum period of two years, convert a million regular incandescent lights into compact fluorescent lights. Energy efficient fluorescent lights not only reduce the electricity bill but also reduce the amount of green house gas emissions. The lights also last up to four times longer, making the long-term cost benefits worthwhile.

Fluorescent lights have always been around in Linh's life. "I've always remembered having them around the house; my mum would always tell me that they were cheaper and better for the environment every time I asked why we didn't use 'normal' light bulbs." This is most likely where the idea originated from.

In the beginning, Linh decided to set up CAMLB through the ruMAD projects. (This is her second project, with the first being Hidden Secrets.)

CAMLB is a project being run completely outside of school. When Linh first started, she knew that it was going to be something extra and that she wouldn't get school time to help manage it. While the project wasn't incorporated into her schoolwork, this was all fine when the project was seemingly small.

But since then, with its rapid expansion, Linh has looked into partnering up with the Education Foundation. "I didn't really know that the idea would take off like it has," says Linh on the impact that the project has already made.

"I was approached by Adrian (from ruMAD), who asked to partner the project and being short of time myself, I obviously said yes to the extra help and resources." Linh is currently setting up a student action team: a group of students from various schools and age groups who would work alongside Linh in promoting the aims of the project. She and Adrian are also establishing a network of people who would be of assistance to the project.

At this time there are teachers who are drawing up lesson plans based on the concept of the project for numerous age groups, which would be taught next year. "I think this would be a great ruMAD project template that other schools could do as apart of CAMLB. For example they could have an aim to change a thousand lights or what have you."

CAMLB is based in Melbourne and the first year or so of the project will most likely be restricted to Australia but that doesn't mean people overseas haven't heard about the project. Through using *Myspace* and various contacts overseas, Linh has managed to slowly spread the message in diverse countries ranging from America to Iceland. ("Many people have asked me why I use *Myspace* to get my point across. And I always answer with the same two reasons: one, the original website server crashed and two, because *Myspace* is great for networking.")

Despite having made big strides towards her goal, things have been moving too slowly for her liking. "I'm always strapped for time no matter what, but once the holidays start I will be able to focus more of my time on the project."

Linh believes that it doesn't matter that lights are slowly getting changed and not much progress appears to be happening. "When it comes down to it, I see it quite simply. After all of the foundation has been set out, what we plan on doing: how, when ... it becomes easy. After you have all of that all you have to do is spread the word and things will happen for themselves." It is expected that the first six months will be a slow process, statistically.

The ways things are being designed it means that they will eventually pay and work out for themselves. Just like a fluorescent light bulb.

## About CAMLB

**Change A Million Light Bulbs (CAMLB)** is a Melbourne-based, independent, non-profit organisation that works to reduce green house gas emissions. For more information about CAMLB, please visit their website:

[www.myspace.com/change\\_a\\_bulb](http://www.myspace.com/change_a_bulb)

Contact: Linh Do, founder and director of CAMLB on [change\\_a\\_bulb@hotmail.com](mailto:change_a_bulb@hotmail.com) or 0413 706 032





# Change A Million Light Bulbs

## *ruMAD Project*

Students from a range of schools are getting together to make a difference to Australia's budgets and the human impact on the climate. As part of understanding what they were talking about, I did an energy audit of my place and the results were eye opening to say the least.

If your students would be interested in being part of the organising team for this project please email me at:

**rumad@educationfoundation.org.au**

If you can do the audit for yourself (or your students do) ... I'd love to get your results back for our survey!

On the weekend my whole family (Rachel and the two kids Ty and Chiara) went around the house to find out how many light bulbs we do have and what their wattage is. This is what we had:

*Running cost over 6000 hours (see link below on how to calculate this):*

### **Incandescent**

|               |               |           |
|---------------|---------------|-----------|
| 2x100w        | 2 x \$93 =    | \$ 186.00 |
| 1x75w         | 1 x \$70.50 = | \$ 70.50  |
| 5x60w         | 5 x \$57 =    | \$ 285.00 |
| 3x60w halogen | 3 x \$70 =    | \$ 210.00 |
| 9x40w         | 9 x \$39 =    | \$ 351.00 |

### **Fluoro**

|       |            |          |
|-------|------------|----------|
| 1x20w | 1 x \$25 = | \$ 25.00 |
| 1x14w | 1 x \$20 = | \$ 20.00 |
| 2x10w | 2 x \$16 = | \$ 32.00 |

Total Wattage = 1169w per hour

Total running cost over 6000 hours is \$1179.50

Say if we converted all the lights to (say) 20w Fluoro, the total running costs over 6000 hours would be  $24 \times \$25 = \$600$

Total wattage = 480w per hour

This would save 689 watts per hour and \$579.50 per 6000 hours

**6000 hours is equivalent to 250 days of lighting (non-stop)**

Now let's look at the saving if we changed a million light bulbs. Assume that we represent an average household.

Thus the average wattage globe =  $1169/24 = 48.7w$

Average Cost =  $1179.50/24 = \$49.15$  per 6000 hours

So  $1,000,000 \times 48.7 = 48.71$  million watts per hour

and  $1,000,000 \times 20 = 20$  million watts per hour

Saving is 28.71 Mw per hour

Cost saving is  $(\$49.15 - \$25) \times 1,000,000 = \$24.15$  million

**Do you think that would make a difference?**

Do a lighting audit of your house and use the running cost link down below to work out what it would be for your house.

### **Guide to Household Lighting**

<http://www.greenhouse.gov.au/yourhome/technical/fs45.htm>

### **Easy Being Green**

<http://www.easybeinggreen.org/ebg/home.sok>

### **In the USA**

<http://www.stevespangler.com/archives/2006/01/02/mr-lunas-bright-idea/>

### **Running Costs**

<http://www.sustainability.vic.gov.au/www/html/1977-running-costs.asp>

**Adrian Bertolini**

*ruMAD? Program Manager*

*Education Foundation*

*Level 4, 252 Collins St, Melbourne*

*(03) 9665 5904*

*adrian@educationfoundation.org.au*

*www.educationfoundation.org.au*

# The City Centre:

## *Building student partnerships and community capacity*

The Education Foundation is about building opportunities for authentic learning in schools in a way that fully engages students in that learning. The City Centre program in Melbourne has students working in teams conducting research on issues that interest them in the CBD. At the conclusion of their research they are expected to present their findings to school and community. The City Centre provides authentic pathways to develop social capital for schools by connecting students with all aspects of Melbourne's diverse community in that learning.

At the heart of this initiative is the desire to see change in classroom practice in schools. The Buckland City Centre Outreach Project has been focusing attention on seven schools in Neighbourhood Renewal areas. Full scholarships have been provided for 25 students from each of the schools to introduce them to the City Centre and, as Outreach Fellow, I have been working with the schools by supporting the integration of the experience into the Year 9 curriculum. Part of that work has involved developing links with community organisations that might support student research in the local area. A real challenge for classroom teachers is the time it takes to organise student activity out of the school grounds.

Two secondary schools in the Broadmeadows area, Hillcrest Secondary College and Broadmeadows Secondary College, have been involved with the City Centre outreach program. Both are committed to reforming their Year 9 curriculum and incorporating action learning models into their curriculum. Both believe that their students have the ability to make a positive contribution to their community.

Hillcrest SC have implemented a Learning Journeys program which involves a team of Year 9 teachers from different subject areas providing the students with rich learning experiences outside of the school and the Broadmeadows area. The teachers recognise that their students need to experience the world beyond Broadmeadows. By providing their students with new experiences and

exposing them to places and people they might not ordinarily encounter in their local area, the teachers want their students to see themselves as connected to the world outside Broadmeadows. The week at the City Centre has become an important part of the Learning Journeys program at Year 9.

Broadmeadows SC joined the project this year (2006) and has introduced a group of 25 students to the action research approach of the City Centre. Two Year 9 teachers have taken Teacher Professional Leave for 40 days to focus on building the experience into the Year 9 curriculum. They have created a web resource for teachers to use in 2007 where all Year 9 students will be involved in the action research in the city and then their local area.



### **The Broadmeadows Community Learning Partnership**

The Broadmeadows Community Learning Partnership (BCLP) has grown out of the project and is now taking on

a life of its own supporting young people in their learning in the Broadmeadows area. Big changes are afoot for schools in the area, as the current provision of local schooling is being dramatically transformed with new buildings and a new approach to educational provision. These students and teachers want to be part of shaping that future.

The Adult Community and Further Education (ACFE) Board has lent its support to this project by providing funding to develop a community learning partnership that includes schools, adult education providers, the Neighbourhood Renewal team, local government and associated ancillary services working with young people and the wider community in the Broadmeadows area. One of the aims is for the members to better understand the work that each other does and offer support where appropriate. Current partners include:

- Hillcrest Secondary College;
- Broadmeadows Secondary College;
- Hume Global Learning Village;
- Dallas Neighbourhood House;

- School Focused Youth Services;
- Homeground Services;
- Broadmeadows Neighbourhood Renewal;
- Infoxchange; and
- Hume Whittlesea LLEN.

The partnership will grow as community activities develop. The first event supported by this group was the Student Research Forum held during Hume Global Learning Village's Festival of Learning.



## Student Research Forum at Hume Global Learning Village

*"The best thing about the week in the city was that we were trusted to do our work by ourselves."*

*Adam, Hillcrest SC*

On August 28th, 50 Year 9 students from Hillcrest Secondary College and Broadmeadows Secondary College came together for the first time at the Hume Global Learning Village. After a warm and friendly 'meet and greet' session, the students presented their findings and reflections on their week in the City Centre to community and school representatives. The audience found the presentations very interesting and appreciated the efforts some students had gone to in creating exciting multimedia presentations, complete with visuals, sound, graphics, and even a Breakdance from Neil, at Hillcrest, who demonstrated the highlight of his week in the city when he 'popped' in the boardroom of Macquarie Bank in the 101 Collins Street 'Welcome to my World' event held during Hillcrest's week in the city.

After the presentations, the students split into mixed school groups to discuss the following questions:

- What was the best thing you learned in the city?
- What would you like to research in the Broadmeadows area?
- What is your ideal learning environment?

The students reported back to the whole group and were surprised to find how much they had to say about what they had learned and the common interests they had in the Broadmeadows area. At the next BCLP meeting it was decided to follow up this event with a Get-together at the City Centre where students could plan joint research activities and get to know each other better.

## Hillcrest and Broadmeadows SC Planning Day

The purpose of the day was to bring the students together in the City Centre where they might re-live their 'memorable' week and share recollections of what they learned with the view to setting the scene for doing joint research projects on the Broadmeadows area.

A number of icebreaker activities ensured that there was good intermingling of students from the two schools. The 'mugshot' activity required students to interview a person from the other school and have a partnership shot taken. The students were then taken through a report of issues they had raised at the research forum held in Broadmeadows. They were divided into school groups to choose which issues they wanted to research and who would be in their teams. There will be mirror research groups in each school who will conduct research in the local area and then come together to share findings and develop a dissemination and action strategy.

The topics students selected included: recreation for young people, transport, school provision, a train station at Coolaroo, public transport safety, and law and order.

The Community Learning Partnership members will act as mentors to connect young people with relevant experts in the area who they can interview and seek support from. The students will decide what they intend to do with their findings. The local Neighbourhood Renewal Team have already invited students to report to their monthly meeting and possibly join some of their working groups.

## Student Action in Local Communities

Action research in the local area is a great way of developing skills in citizenship while also building students' confidence as social beings. We want to build a community of young people in the Broadmeadows area who are knowledgeable about community issues, are engaged with learning and are actively involved with their community. We want students to have a voice, and we want that voice to be informed and action oriented.

**Liz Suda**

*Buckland Outreach Fellow*

[liz.suda@educationfoundation.org.au](mailto:liz.suda@educationfoundation.org.au)



## Students Making a Difference to Our World!

*The 2006 ruMAD? Youth Ambassadors Conference in Melbourne was an opportunity for hundreds of primary and secondary school students from across the state to share their project stories. A full report is available from the Education Foundation, but here is a selection to give you a feel for the diversity of approaches.*

**Cleeland Secondary College,  
Dandenong**

## Making Connections

The project aims for a world where everyone gets along and respects one another - there is **no** prejudice. Thirty students from Year 11 are involved; their area of concern was that Victorian Certificate of Applied Learning (VCAL) students were feeling isolated from the rest of the school and had low self-images. There were also some racial problems, and a general lack of knowledge about each other's cultures and not being used to working together. Our group was totally ESL students, recently arrived from Sudan, Afghanistan, Albania, Turkey, Bosnia, Samoa, and Kenya.



We planned, organised and ran a soccer match with the Dandenong police team at lunchtime, for the rest of the school. This would contribute to boosting students' self esteem and communication skills. We developed many skills in planning and communication and confidence in our own abilities. We wrote some great comments about our experiences. The local paper came to take photos. The Regional Director of Education also came. We organised a celebratory BBQ after the event. We have now made the event into a PowerPoint presentation with an audio track.

**Colac South West Primary  
School, Colac**

## Using Water Wisely

Year 4 students want a world where everyone is happy and they live in a healthy environment. Our particular concern is water conservation.

We produced water conservation posters to highlight the issue at school, acted as 'water police' and turned off

dripping taps at the end of each school break, informed the media of the project to gain community interest, had a guest speaker from CCMA, put water wise messages/advice in the school newsletter and designed water wise stickers.

## Time to Reduce Rubbish

Similarly, the Year 3 students want a world where everyone is safe, happy and healthy! Their area of concern is the amount of rubbish in the school grounds.

The students conducted a rubbish audit to determine which areas of the school had a rubbish problem. The results were then presented to the Principal. A local business donated bins to use and these have been placed in the school grounds. The children have researched worm farms and are putting posters in the Years 3 and 4 rooms detailing what worms will and won't eat. We will then place food scrap buckets in all five Grade 3 and 4 rooms and establish the worm farm. Following all of this, we will repeat the rubbish audit and determine whether we have successfully reduced the amount of waste produced and littered around the school grounds.

**Doveton North Primary School,  
Doveton**

### *Sustainable Living:*

### *Working with our Community Farm*

This project involves 65 students in Years 5/6 who want a world where we are conserving our natural resources. We have been investigating ways of conserving energy and sustainable living. We contacted our local farm (Myuna Farm) who we heard were planning to set up displays along these



lines. We can contribute by conducting tours (using students as tour guides) for school and community groups at the farm.

We visited the farm, asked how we could help, and were invited by farmer Steve to prepare plans, ideas etc to conserve energy and create sustainable living. At the moment our plans are being considered and slowly becoming a reality. In preparation for speaking to groups of different ages, we are practising by running Science Fairs at school and planning our own resource/energy saving tour of our school.

**Eaglehawk Secondary College,  
Eaglehawk**

*Eaglehawk Secondary College Student Foundation*

The group of eight Year 10 students want to see the Eaglehawk community working together on projects that will make the community a better place to live – particularly for young people and those who are disadvantaged.

We are setting up a Foundation Board that will make all the decisions about what was important and to whom we would award grants.

We went through an interview process and eight people were appointed to the Board. We did some training and then organised an application form. We then publicised the opportunity for schools to apply and this involved visiting primary schools, speaking to the media, as well as speaking to ESC teachers and students. Bendigo Bank Community Enterprise Foundation was helpful (that's where our money is). Six projects were funded in the first round and we had a Community



Presentation Celebration. The second round is now open. We have started recruiting interested Year 9s for 2007 and are also trying to raise funds for 2007.

### **Fitzroy Primary School, Fitzroy**

#### *Give a Story - Take a Story*

We want a world where everyone is heard and every story is listened to. Eighteen students in Years 5 and 6 want to allow all individuals regardless of age, sex, ethnicity or culture a platform to tell their own story. We can contribute by getting people's stories heard.

We produced a soundscape of the children's stories. They cover their dreams, aspirations, hopes, humour, housing, friendship and family. We have also developed and produced a play for the 'Building Bridges Program' about journeys to Australia and stories that accompany these journeys.



### **Galvin Park Secondary College, Werribee**

#### *Bullying SUX!*

The group of 10 to 15 students in Years 7 and 8 want a world where our voices are heard, where we respect all life, and are actively supporting one another for peace. But we think that students are not feeling safe because of bullying at school. We see that attention-seeking is a major cause of bullying. What we will do is make a presentation to the Year 5 and 6 students in local primary schools. We will run activities that get kids involved, make them think, and reinforce positive attention from peers and teachers.

### **Immanuel Lutheran College, Maroochydore (QLD)**

#### *Let Her Run Free*

The area of interest of four Year 9 students was the push by the Queensland Government to dam the Mary River and

destroy prime agricultural land as well as hundreds of homes and properties. We don't want to see this place of natural beauty and agricultural production destroyed. The school in the area would be isolated and lose many of its present population.

We created a music video to send a message out to the Government of Queensland and to Queenslanders to save water and install tanks so that there will be no need to build a dam at Traveston Crossing on the Mary River. We want to tell them how much this dam will impact on the lives of the Mary Valley locals, both children and adults. We want them to know how devastated they would feel about their properties being flooded.

### **Kerang Primary School, Kerang**

#### *Loddon River Picnic Area*

The area of interest of the 55 Year 3-4 students was the amount of rubbish at our school, and in the township area. We should be taking better care of our

major local environmental assets and resources.

A student leadership group will choose an area of the Kerang Loddon River to be cleaned. The Grade 3 and 4 students will plant trees and clean up the area. Local experts are coming down to talk about the river from an historical and environmental point of view. The students will visit the area regularly, keep it clean and water the trees. The students will visit the area regularly with their families to increase respect, pride and awareness of the area. The Lions Club is erecting signage identifying the area as the Kerang Primary School Picnic area, and adding benches, and/or tables.

### **Middle Park Primary School, Middle Park**

#### *Raising Awareness in our Local Community*

We want a world where everyone feels respected and valued as a member of the community they live in. People from all walks of life are able to live in harmony, and not under the constant threat of war, as leaders around the world are tolerant, selfless and positively motivated to work together to ensure a safe, and productive global community for all. Every citizen is aware that their actions directly affect the health of the planet, and make choices that benefit the environment, and the creatures that live within it.

The Year 4-5-6 students identified a variety of groups that we felt didn't receive sufficient support from the local or wider community, such as the homeless, the ill, the poor and the underprivileged. We set up working groups with students who value similar things in the world, such as peace, respect and freedom, and set about raising awareness of these issues in their local community.

We formed partnerships with a number of existing organisations to raise awareness of their chosen issue. We researched the mission statements and histories of these organisations to discover if their values were in line with ours, and then set about writing and putting into effect an action plan to raise awareness. Groups collected money, organised guest speakers, spoke to other Grades within the school, ran competitions, collected blankets and cans, wrote articles for the newsletter - to mention just a few!!!! The research and actions were then presented to an Expo night, where the local community was invited to view a performance, an exhibition of their work and designed posters to display around the school.





## Mordialloc Secondary College, Mordialloc

Mordialloc Secondary College has redesigned their entire Year 7 curriculum and the architecture of the Year 7 building to reflect and encourage self-directed learning. The learning process is entirely consistent with the ruMAD philosophy and has brought together the ruMAD process with Principles of Learning and Teaching, and all the elements of VELs. The 170 students are organised into seven family groups (where they build up strong relationships and respect), they have capacity matrices and create learning folios of their work. The Year 7 program is an exciting expansion of what the ruMAD program was designed to create. The following project is a sample of the many projects students create each week.

### Rubbish Free Lunch Challenge

Our area of concern was there was too much rubbish around the creek and in the Year 7 area. We decided to enter the Rubbish Free Lunch Challenge and change the way we think about rubbish.

We planned and ran workshops for all the Year 7s and got everyone to brainstorm ways to bring less rubbish. We measured rubbish for a week and, on the challenge day, we reduced it by more than half. We put posters together using the 'Plan Do Study Act' process and sent in our project. The Year 7 students generate much less rubbish now.

### Sandringham Secondary College

Sandringham College has used the ruMAD? Program to provide a process for students in Year 9 to focus their community based learning projects. The 3C9 Program (challenge, communication and care) seeks to:

- motivate, engage and inspire;
- provide opportunities for rich, relevant, real learning;
- develop a strong community and environmental focus;
- provide opportunities for:
  - o choice and negotiation;
  - o physical challenge;
  - o hands-on activities;
  - o teamwork and leadership;
  - o skills development; and
  - o integrated learning.

### 3C9 – The Community in Your Classroom Beaumaris Campus

**Group 1:** Our Big Possibility is for a world where kids are motivated to learn. We will be running drama, music and art workshops in Beaumaris North Primary and Beaumaris Primary.

**Group 2:** Our Big Possibility is for a world where our environment is looked after. We will be documenting the rubbish collecting at the local beach, clean up the beach, and use a video of the project to educate local primary school kids



in the benefits of looking after our environment.

**Group 3:** Our Big Possibility is for a world where underage drinking is minimised in our community. We will be creating a TAC-style ad to warn young people about the dangers of drinking.

**Group 4:** Our Big Possibility is for a world where there is no racism. We will be making a video on why people behave racist and the difference it makes to be tolerant of one another.

**Group 5:** Our Big Possibility is for a world where no child grows up obese. We will be interviewing a nutritionist, a fitness coach, and other medical people to make a documentary about the risks of obesity to show the kids at Sandringham Primary its dangers.

**Group 6:** Our Big Possibility is for a world where we have eliminated the threat of the northern pacific sea star to our marine life. We will be organising a group of volunteers to collect the sea star pests locally.

**Group 7:** Our Big Possibility is for a world where there is no more vandalism on public property. We will be videotaping the vandalism in the area currently and using the video to educate young people about the impact on the community of doing it.

**Group 8:** Our Big Possibility is for a world where graffiti is a socially accepted as a form of art. We will be running a graffiti art show to raise the profile of graffiti as art.

**Group 9:** Our Big Possibility is for a world where everyone respects their body. We will be educating people in the Bayside Council area about drugs and their impact.

**Group 10:** Our Big Possibility is for a world where there is no boredom for young people. We will be supporting the finding of a place for a skate park in Beaumaris.

**Group 11:** Our Big Possibility is for a world where there is no homelessness. We will be raising awareness of the issues about homelessness by working with the Sacred Heart Centre and interviewing homeless teenagers to change the average person's view of homelessness.



## Highett Campus

Year 9 and 10 students have worked in a range of settings and on a number of projects including:

- Working with primary school students in different local schools on healthy food, friendship and co-operation, bullying through dance, beach safety awareness and debating;
- Working with children with intellectual disability in a special school, celebrating difference;
- Working independently and with environmental groups to plant and clean up the Bay, waste recycling and bicycle recycling and donation;
- Working to educate and inform the community about eating disorders and body image and about Parkinson's disease (concert/fundraiser);
- Video production teams have promoted understanding of bullying in schools, healthy eating, water, equity in educational funding, public transport, and animal treatment;
- Learning circus skills and being involved in busking, hospital performances, training primary students and entertaining the aged;
- Helping with community service at community nurseries, animal shelters, aged care (teaching ICT skills, entertaining, running games etc), childcare centres, schools, kindergartens, nursing homes, community centres, special schools and hospitals.

## Stawell Secondary College, Stawell

### *The Big Wetlands Project*

Our area of concern was to reduce the flooding in Stawell and our school buildings. We can contribute by creating an extensive wetland area for the school and a retention dam/wetland to irrigate the school ovals for use by community groups.

*Media article:*

#### **Students Present Wetlands Research** (*Stawell Times News 1/9/06*)

*An exciting new partnership between Northern Grampians Shire and the students from Stawell Secondary College began recently at a meeting with the SWANS (Storm Water and Natural Solutions) Committee. Stawell Secondary College will have a wetlands constructed on school land, costing \$120,000, to be completed by June 2007.*

*Year 9 Ecology students presented the findings of their research into how wetlands function. Students had visited wetlands near Pomonal and worked with wetlands expert, Aidan Banfield; did soil testing, assisted with land surveying, mapping trees, and developed a presentation for the SWANS Committee.*

*Students advised Council on the different aspects of what essential elements a wetland must have as part of the construction planning.*

*"I enjoyed learning the different aspects of a wetland and what it needs to function. We went to present our findings to the SWANS Committee and now we are part of the planning process working with the engineers," said Rikki Gorman. Students will form an advisory committee and develop a design brief with the Shire's Infrastructure Department and be involved in the construction process. The establishment of the new facilities is supported by \$250,000 from the State Government's \$10 million Storm Water and Urban Conservation Fund.*

*Chelsea O'Callaghan and Abbey Howden*

*Media Group, Year 9 Ecology, 25/8/06*



**Contact: ruMAD? at the Education Foundation:  
03 9650 4277  
rumad@educationfoundation.org.au**



*The 2006 ruMAD? Youth Ambassadors Conference was created, organised and presented by Year 9 students (with teacher Charmayne Lane) from Sandringham Secondary College: Robby Nyaguy, Pat Hammer, Colin Andrews, Breanna Johnston, Claudia Ashkar, James Carey and Sam Bashfield.*



# News and Reviews

## Are We There Yet?

The National Youth Affairs Conference 'Are We There Yet?' - for young people, youth workers, educators, policy makers, academics and researchers, community workers and anyone interested in youth affairs in Australia - will be held in **Melbourne on 1-2 May 2007**.

There will be presenters from the UK, USA, New Zealand, Hong Kong and all parts of Australia. Open plenary sessions will address youth participation, sector development, public space and human rights, and mental health. There will be two parallel programs: a young people's program, and a workers' program. Full conference program and registration forms will be available on January 22, 2007.

Conference registration is now open, with early-bird registration closing on February 28, 2007.

For further information, check: [www.yacvic.org.au](http://www.yacvic.org.au) or contact Erin Johnson on: [conference@yacvic.org.au](mailto:conference@yacvic.org.au) or (03) 9267 3713



## SoundOut

### Student Voice News: Electronic Bulletin

Adam Fletcher from the US-based *SoundOut* project, is now issuing a monthly free e-letter about "the movement for student voice in schools worldwide". You can subscribe by visiting [www.soundout.org](http://www.soundout.org)

The latest edition (27 November, 2006) contains an introduction and items on:

1. Oakland Seeks Stories of Student Action
2. New York Times Feature on Student Action
3. Chilean Student Protests
4. Student Blogs Effort to Get Students On Board
5. Student Participation in Australia
6. Give Us a Voice in Our Class: ESSA
7. New SoundOut Project
8. Policy change and student voice

For example:

### "NEW SOUNDOUT PROJECT

CommonAction, SoundOut's nonprofit home, recently launched the SoundOut Seattle Student Voice Project. This first step in this project is a partnership with Seattle Public Schools to launch Student Equity Teams in 20 high schools across the city. These teams will partner students with adults to explore student voice and race in schools, and to create projects responding to their findings. Learn more online at [tinyurl.com/yf3z3w](http://tinyurl.com/yf3z3w) "



### Student Voice Curriculum

SoundOut is proud to announce a limited release of the *SoundOut Student Voice Curriculum: Lesson plans for engaging students as partners in school improvement*. Made of eight interchangeable modules, high school students learn about student voice, the education system, and school improvement. Each copy includes twenty-four 50-minute lesson plans, a facilitator's guide, and a copy of the *Meaningful Student Involvement Guide to Students as Partners in School Improvement*.

For more information or to order copies contact Adam Fletcher by email: [info@soundout.org](mailto:info@soundout.org)

**Student Participation  
Support Materials  
NOW AVAILABLE  
THROUGH CONNECT**

**See the back page of this issue of  
Connect for listings and order form**

# SistaSpeak

*Streetwize* specialises in creating programs for young people, specifically tailored to their needs. **SistaSpeak**, funded by the Office for Women, NSW Premier's Department, and devised in partnership with the Aboriginal Education and Training Directorate, NSW Department of Education and the Aboriginal community in Dubbo, is a six week workshop program for young Aboriginal women, focusing on the connections between careers, self esteem, culture and economic independence.

**SistaSpeak** is most effective when delivered by an experienced facilitator. Over six weeks, up to 25 sistas, mentors and facilitators work through the program together and participate in a range of activities including:

- 'The Salary is Right' board game;
- Ice breaker activities;
- 'Who do you admire?' and role model activities;
- Cultural Identity – Where Am I From?;
- SistaSpeak Compliment Card game;
- Your money and your choices activity;
- 'Get That Job' workshop;
- SistaSpeak magazine.

The pilot in Dubbo was a success and the program is currently being trialled in specific areas of NSW including Wellington High in Wellington, NSW. Marsha Hill is facilitating the program in Wellington. When asked to identify the program's strengths, she said: "Each week we are seeing different strengths being shown by the girls. My personal favourite activity would have to have been our Physical Challenge and two of our sistas who are students who **never** participate at all in any sports at school, actually climbed, hurdled, ran, jumped everything and then passed and achieved the



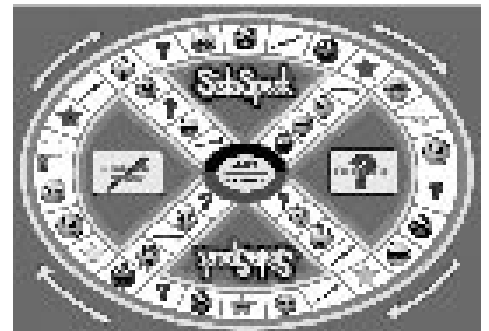
physical challenge that was given to them. And with the look and expressions on their faces of achievement ... that in itself was a strength of recognition for every young sista in the whole group."

What has been the reaction from the girls to the program so far? "The girls absolutely love the program. They don't want it to end, their evaluations are positive, they enjoy having the opportunity in running the show! It gives them leadership skills, cooking skills, and much more; the girls have a great bond in the group; they like working together. They really care for one another; they just love the program.

"They look forward each week to completing their book; I have to lock the board game away half the time cause they keep sneaking it out all the time ... they just love playing it!"

*Streetwize* is interested to find out whether you believe your community would benefit from this program and what support you would need to successfully deliver the program.

If you would like more information or to register your interest, please email: [jo@streetwize.com.au](mailto:jo@streetwize.com.au)



## Telling It Like It Is

**VIYAC Voices: Telling It Like It Is: Young Aboriginal Victorians on Culture, Identity and Racism** is a joint research report of the Victorian Indigenous Youth Advisory Council (VIYAC) and the Youth Affairs Council of Victoria (YACVic). It was launched on 24 October, 2006 at the Koorie Heritage Trust.

We are extremely excited about the release of this publication as it contains raw, honest and very real youth perspectives on three issues affecting Indigenous youth: culture, identity and racism. The VIYAC members specifically chose these issues to talk about, as they felt that they were extremely important in their lives and have seen the effects that sometimes occur in themselves and their peers when these issues aren't recognised and dealt with.



The report brings together two forms of knowledge: the voices of Indigenous young people on some key issues that they have identified, and a summary of some stats and facts on Indigenous people and Indigenous young people from research bodies, government and community organisations.

The Minister for Aboriginal Affairs, the Hon. Gavin Jennings, spoke at the launch, which was great. And so too did Belinda Jakiel from the National Indigenous Employment Program at AFL Sports Ready. Members of the VIYAC also shared excerpts of young people's perspectives from the report on the night. It was a great success.

**Contact:** Jade Colgan, State Coordinator for VIYAC, on 03 9267 3788 or by e-mail at: [viyac@viyac.org.au](mailto:viyac@viyac.org.au)

# Clearinghouse

## Local and Overseas Publications Received



*Connect* receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on:

(03) 9489 9052 or (03) 8344 9637

### Australian:

**Community Building Through Intergenerational Exchange Programs** (MacCallum et al; NYARS Report, Canberra) 2006

**Education Foundation Australia eNews** (Education Foundation, Melbourne, Vic) Issues 3, 4; October, November 2006

**Education Views** (Department of Education, Training and the Arts, Qld) Vol 15 Nos 16-20; September-November 2006

**Future Directions** (Department of Victorian Communities, Vic) An Action Agenda for Young Victorians, 2006

**How Young People are Faring 2006** (Dusseldorp Skills Forum, Glebe, NSW) *At a Glance* and *Key Indicators*; Nov 2006

**Research Developments** (ACER, Camberwell, Vic) No 16, Summer 2006

**ruMAD? Youth Ambassadors Conference: Giving Students a Voice** (ruMAD?/Education Foundation, Melbourne, Vic) Handbook, 2006

**Schools, vocational education and training and partnerships: Capacity-building in rural and regional communities** (Stokes, Stacey and Lake, AYRC; NCVER Report) 2006

**Teacher Learning Network Journal** (Teacher Learning Network, Abbotsford, Vic) Vol 13 No 3; Spring 2006

**VicHealth Letter** (VicHealth, Carlton, Vic) Issue No 28, Spring 2006

**VIYAC Voices Telling It Like It Is: Young Aboriginal Victorians on Culture, Identity and Racism** (Victorian Indigenous Youth Advisory Council and Youth Affairs Council of Victoria, Melbourne, Vic) 2006

**Who's Carrying the Can? Every Young Person - Every Chance** (Youth Affairs Council of Victoria, Melbourne, Vic) A report into youth services gaps in Victoria; 2006

**YACVic 06 Election Kit** (Youth Affairs Council of Victoria, Melbourne, Vic) 2006

**YAPRap** (Youth Action and Policy Association NSW, Surry Hills, NSW) Vol 16 Nos 10, 11; Oct, Nov-Dec 2006

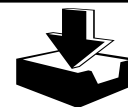
**Yikes** (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 4 No 11; December 2006

**Youth Research News** (Australian Youth Research Centre, Melbourne, Vic) Vol 16 No 2; November 2006

### International:

**Education Revolution** (AERO, New York, USA) Issue 46 (Vol 18 No 3) Autumn 2006

## Documents



The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from *Connect* for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

### Code Description/Pages/Cost

- |     |   |
|-----|---|
| 594 | <b>Building resilience in young people through meaningful participation</b> (Oliver, Collin, Burns and Nicholas; <i>Australian e-Journal for the Advancement of Mental Health</i> , Vol 5 Issue 1, 2006) (7 pp; \$1.00) |
| 595 | <b>Your Place or Mine? A Research Study Exploring Young People's Participation in Community Planning</b> (Dr Terry Barber and Mike Naulty; University of Dundee/YouthLink; October 2005) (37 pp; \$3.70)                |

## Friends of Connect



By subscribing at a higher rate, the following have helped keep *Connect* going. We gratefully acknowledge receipt of the following contributions since the last issue of *Connect*:

### Supporting Subscribers (\$50 for a year):

|                                |                   |
|--------------------------------|-------------------|
| Jan Hargreaves                 | Chapel Hill (Qld) |
| Parliamentary Education Office | Canberra (ACT)    |

### Is Your Connect Subscription Up-to-date?

The number on your *Connect* label tells you the issue with which your subscription expires. Please renew promptly - renewal notices cost us time and money!

## Connect has a website:

**<http://www.geocities.com/rogermhold/Connect>**

*Slowly growing with information about subscribing, some back issue contents and summaries of Student Councils and Beyond and Student Action Teams.*

**Check in occasionally!**



Copy or use this form to subscribe to **Connect**  
and to order materials from **Connect**:

**Connect**  
ABN: 98 174 663 341

To: **CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia**

From: Name: .....

Address: .....

..... Postcode: .....

## SUBSCRIPTIONS:

I/we enclose a new/renewal subscription to **CONNECT**:

(circle amount)

|   | 1 year        | 2 years      |
|---|---------------|--------------|
| • an <b>individual</b> or <b>personal</b> subscription *      | <b>\$20</b>   | <b>\$40</b>  |
| • a <b>primary/secondary school student</b> subscription *    | <b>\$ 5</b>   | <b>\$10</b>  |
| • an <b>organisational</b> (school, library etc) subscription | <b>\$30</b>   | <b>\$60</b>  |
| • a <b>student organisation</b> (SRC, JSC etc) subscription   | <b>\$10</b>   | <b>\$20</b>  |
| • a <b>supporting/sustaining</b> subscription                 | <b>\$50</b>   | <b>\$100</b> |
| • a <b>lifetime subscription</b> : ... forever: ...           | <b>\$1000</b> |              |

\* cannot be paid for with an organisational cheque

\*\* all payments in AUD; add \$10 pa outside Australia

**Subscription Sub-total:** \$ .....

### Tax Invoice

All prices include 10% GST;  
prices apply until end of 2006 only;  
10% GST needs to be added from 1/1/2007

## MATERIALS:

**Back issues of Connect** (\$4 single; \$6 double issue). Circle issue/s required: \$ .....

**1980:** 1, 2, 3, 4, 5, 6/7; **1981:** 8, 9, 10, 11, 12; **1982:** 13/14, 15, 16, 17, 18; **1983:** 19, 20, 21, 22/23, 24; **1984:** 25, 26, 27/28, 29, 30;  
**1985:** 31, 32, 33, 34, 35, 36; **1986:** 37/38, 39, 40, 41, 42; **1987:** 43, 44, 45, 46/47, 48; **1988:** 49, 50, 51/52, 53, 54/55; **1989:** 56, 57, 58, 59, 60;  
**1990:** 61, 62, 63, 64, 65/66; **1991:** 67, 68, 69, 70, 71, 72; **1992:** 73, 74, 75, 76, 77/78; **1993:** 79, 80, 81, 82, 83, 84; **1994:** 85/86, 87, 88, 89, 90;  
**1995:** 91, 92, 93, 94, 95/96; **1996:** 97, 98, 99, 100, 101, 102; **1997:** 103, 104, 105, 106/107, 108/109; **1998:** 110, 111, 112, 113, 114;  
**1999:** 115, 116, 117, 118, 119, 120; **2000:** 121, 122, 123, 124/5, 126; **2001:** 127, 128, 129, 130, 131, 132; **2002:** 133/4, 135/6, 137, 138;  
**2003:** 139, 140, 141, 142, 143/4; **2004:** 145/6, 147, 148, 149, 150; **2005:** 151, 152, 153, 154/155, 156; **2006:** 157, 158, 159, 160, 161, 162

• **Cross-referenced index to contents of Connect** back issues (\$3) \$ .....

\*\*\***SPECIAL OFFER: Any calendar year of Connect** back issues (6 issues) (\$12) \*\*\* \$ .....

### Miscellaneous Resources:

• **2005! Student Councils & Beyond** (\$30; \$25 for **Connect** subscribers) \$ .....

• **2006! Student Action Teams** (\$30; \$25 for **Connect** subscribers) \$ .....

• **NEW! Reaching High** (\$30; \$25 for **Connect** subscribers) \$ .....

• **Democracy Starts Here! Junior School Councils at Work** (1996) \$ .....  
Case studies of Primary School SRCs (\$7 or \$12 for two copies)

### Foxfire Resources:

• **Sometimes a Shining Moment** (Wigginton) (\$25) \$ .....

• **Foxfire: 25 Years** (Doubleday) (\$25) \$ .....

### Documents:

• **Photocopies of the following documents:** ..... \$ .....

• **Cross-referenced Index to photocopies of documents** (\$3) \$ .....

(all prices include postage and  
packaging within Australia)

**Materials Sub-total:** \$ .....

**TOTAL ENCLOSED:** \$ .....